

Core Curriculum Outcomes Assessment Summary Form

This form is to be completed by a representative from the Core Curriculum Assessment Sub-Committee. The information provided in this form will be used by University of Detroit Mercy to inform stakeholder groups about Detroit Mercy's commitment to the intellectual, spiritual, moral and social development of all undergraduate students as they navigate through the Core Curriculum. A PDF version of this completed form will be posted to the Academic Affairs Assessment website.

1. CORE OUTCOMES INFORMATION

Core Curriculum Area

- ☒ Knowledge Area
- ☐ Integrating Theme

2. Enter the Knowledge Area or Integrating Theme of the Outcomes Assessed:

For example, KA-A1. Oral Communication or Integrating Theme 1 - Reading, Writing, & Research Across The University

KA-D2. Religious Knowledge

3. Form Completion Date:

8/31/2022

4. Assessment Overview

Briefly share how the outcome identified above was assessed. Include semester and year, how student artifacts were collected, who performed the assessment, and what assessment tool was used.

The core curriculum knowledge area: D2 Religious Knowledge includes origins of religious ideas and rituals, role of religion and spirituality, and interdisciplinary perspectives of religion. In January of 2022 student artifacts were solicited from the full-time and adjunct faculty who taught core approved courses in the fall 2021 semester (CAS/RELS 2000 & 2150, and, RELS 2001, 2030, 2120, 2195, & 2230). Five of the seven faculty members submitted the requested randomly selected artifacts: three from each of their course sections, resulting in 18 total student artifacts. Due to COVID-19, some student artifacts were not in a format suitable for submission.

On February 14, 2022, faculty attended a norming and scoring session for inter-rater reliability using the Core Curriculum Student Learning Outcomes Rubric for D2: Religious Knowledge. Faculty were paired up to assess a set of student artifacts and record the rubric scores in the D2 Religious Knowledge Excel Scoring Sheet. On March 22, 2022, faculty attended a follow-up meeting to review all of the recorded rubric dimension scores and identify student strengths and weaknesses. The rubric contains three-dimension areas that reflect the core outcomes for D2. A four-point rubric scale was used (4=capstone, 3 and 2 = milestone, 1=benchmark) that also included NA for not applicable and a zero for when no evidence was present. A score of 3.0 was expected for each dimension area, indicating students' progression to the threshold of the upper milestone level.

5. Results, Planned Actions, and/or Actions Taken

Briefly summarize the assessment results and how they are being used. Include a summary of faculty discourse captured during the norming session, the rubric score and scale, an interpretation of the score, and plans to enhance student learning.

The set of randomly selected student artifacts yielded mean rubric dimension scores ranging from 3.1 to 3.4, exceeding the upper milestone threshold (3.0). One of the strongest areas for students was "origins of religious ideas and rituals" (3.4), where students were able to identify sources and purposes of religious ideas and rituals and how differences of interpretation form within and among religions. A second area of strength was "role of religion and spirituality" (3.4), where students explained the role of religion and spirituality in human life and society, regardless of their personal beliefs. The 3.1 score for "interdisciplinary perspectives of religion" was above the 3.0 threshold but below the other two scores (3.4). This outcome is considered the most sophisticated of all three outcomes. Students are required to demonstrate a critical appreciation for the approach, analysis, and comprehension of religion through the broader perspectives of various disciplines.

Faculty acknowledged the wide range of assignments submitted and the reflective and holistic view of students' work showcased in portfolios. Faculty discussed strategies for eliciting more in-depth responses from students and improving writing skills (e.g. development of thesis statement, development of ideas, engaging in critical reflection, writing cogent essays, citing multiple sources, and avoiding plagiarism). To enhance student learning, faculty agreed to implement various strategies to improve writing skills; communicate clear expectations to students with explicit guidelines, parameters, and rubrics; provide collective and individual feedback to students regularly, and provide a supportive student environment.